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# SPEECH ACTIVITIES

Vol. VIII

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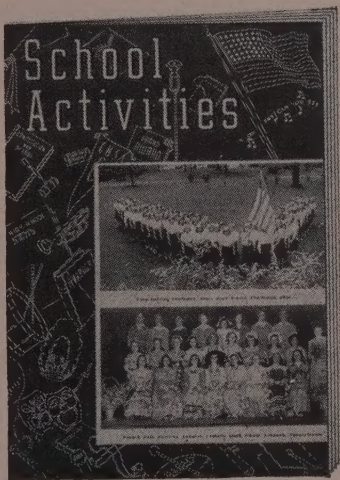




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# SPEECH ACTIVITIES

WINTER, 1952

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## A Survey of Intercollegiate Debate Status

In a recent survey\*, seventy-three college directors of debate indicated that debate was either very active or increasing in student participation. In reference to the decline in collegiate debating, occasioned in part by World War II, sixty-nine of seventy-two debate directors favored a resumption of increased debating activity. About one-third of those reporting also favored an occasional "full dress or tuxedoed" debate before an audience. The directors were just short of unanimity as to the desirability of "taking debates to the audience", many colleges had presented debates before service clubs, school assemblies and study groups. Nearly all of the coaches also favored building for more interest on the immediate campus. More than two-thirds felt that debate can or has already progressed beyond its educational achievements of the past. Nearly all of the respondents favored the use of other forms of debating in addition to the formal or conventional debate. Forty-three of 73 reporting indicated that debate participation was increasing in their schools. Of the thirty others, most felt that debate interest was nearly constant at the present time..

In another section of the survey, schools were asked to describe any features of their own forensic program which they felt would have interest for other schools. Excerpts

from some of the reports are given below:

Lloyd R. Newcomer of the University of Hawaii reports some decline in debate participation probably caused by men students' desire to keep grades high against the draft board requirements to remain in school.

William Day, student secretary of the Harvard University Debate Council writes that the debaters plan a mid-west tour in April of 1952. Host schools are expected to contribute \$35.00 and local expenses, to defray the cost of the tour.

Merrill Baker of the University of Wichita uses this local schedule for debate preparation. The debate club meets Tuesday for one and one-half hours for intramural debating and direction from the coach. On Thursday evening the group works on fundamentals for two and one-half hours. They expect to do FM debates on a 30-minute format adapted to the radio audience.

Glenn Capp reported that debating activity at Baylor University was still on the increase but the pre-War II level had not been reached yet.

Horace G. Rahskopf of the University of Washington stated that the Panel of Americans had presented problem-solving discussions before 73 audiences. Nineteen members of the Panel represented these nation-

alities, races, and religions: Chinese, Japanese, Korean, Indian, Negro, Filipino, Caucasian, Christian, Jewish, Mohammedan, and Buddhist. These representatives endeavored to analyze the problems before them as objectively as possible and then presented their own solutions. Because of their enthusiastic reception the "number of engagements could easily have been doubled" if personnel, staff, and funds had been available. The Speech Department, in co-operation with the Associated Student Body, is developing a more extensive program of training in group leadership and group thinking.

Robert A. Lang of Western Reserve University had been using a similar program called a Minorities Panel with a Negro, a Jew, a Catholic, and a Protestant student as members.

George McCarty, while a strong advocate of the debate program, is conducting one tourney for the other forensic events which often have less attention. The contests are in the various public speaking individual events. He also conducts a state-wide invitational Speech Arts Festival for high school students. At the banquet, which concludes the two-day high school program, representatives of eight Terre Haute Civic Clubs join the college president and officials in providing and presenting trophies. The businessmen and college officials are very en-



thusiastic supporters of the event.

Lacy H. Thornburg is student president of the Debate Council of the University of North Carolina. He is anxious to increase student interest and participation in debating activities.

Jane Harris is the student secretary of the Wellesley College Debate Society. She reports a growing participation in debating at her college.

At Southern Illinois University, Albert J. Croft believes that despite a wide range of S. I. U. forensic activity "traditional debate is one of the most valuable undergraduate experiences". In their wide range of action, S. I. U. debaters participate in three types of debating.

1. Annual legislative assembly in Springfield, with committee discussion and legislative debating.
2. The Discussion-Debate Progression.
3. Three types of debate tournaments:
  - a. Practice tournaments.
  - b. Intensive tournaments.
  - c. Year end climax tournaments.

Robert P. Newman of the University of Connecticut writes that the Speech Department there is now two years old. Last year the U. of C. debaters took part in 120 debates at eleven New England and New York tournaments. He reports that public relations are well handled.

Carl L. Isaacson reports from Idaho State College that debate is on the upgrade there. They contract to debate (on two weeks' notice) any debatable topic before any Idaho audience. As a practical experience the debaters last year were prominent in the local Mayor-Council vs. City Manager political campaign. On one occasion the I. S. C. star debater met the local mayor in open debate, Lincoln-Douglas style.

At Iowa State College, Malcolm O. Sillars is conducting an active program using sixty debaters. He uses short speech debates gradually working the audience into the debate itself as the arguments shift to a cross-examination style of debate. He finds much interest in such forums by audiences which are in the communities not too close to the campus. They have less opportunity to take advantage of campus speakers and may thus be more appreciative and interested. Their best public relation rewards came from the smaller town newspapers. His de-

baters have a weekly radio discussion program over WOI.

Ray L. DeBoer wrote from the University of Colorado to contribute an interesting feature of their annual debate tournament. They introduce one round of "British style" debate in this tourney.

George Khiralla reports that debate at Northwestern University is in its third year of revival since War II. R. M. Murphy says that at Chico State College they are "well pleased with the debates before public off-campus" groups. At Cooper Union an increase of interest attends debate, according to debate club president, Rob Roy. He favors taking debaters to the audience.

Douglas Ehniger, directs a very extensive debate program at the University of Florida which has a special feature in the form of television discussion programs. These telecasts are out of Jacksonville. In addition to regular debates, his debaters conduct a number of forum tours to off-the-campus audiences before high schools, service clubs, and other groups. Due to the extent of interest and activity the Junior Varsity debaters have their own coach and program.

From Johns Hopkins University, Frank X. Gallagher wrote that they were having "our first experiment with a regular class course in debate and thus far the rewards have been many. It is too early to say anything definite now."

C. E. Perkins of Middleburg believes that debate will progress even beyond the educational achievements of the past. "I think so because education itself is more reliable, debate can be more fully a part of our analysis of our world." We would not object to "an occasional humorous debate", as an aid to interest.

Forrest Seal reports an impressive list of audience debates by DePauw University debaters. Delta Sigma Rho of DePauw annually sponsored one of the best of the Midwest tournaments.

Lake Forest, Oberlin, Bates, Idaho State, and the University of Florida report high school debate clinics which are very helpful to students and teachers alike. Montana State, University of Idaho, and the State College of Washington hold a very valuable early season Western Triangle practice tourney.

P. E. Lull of Purdue, national president of Tau Kappa Alpha, re-

ports that the honorary uses a legislative type of debating which features (1) sub-committee meetings, and (2) joint sub-committee meetings, (3) mock congressional hearings which center around the questioning of experts, and (4) the committee of the whole considers the recommendations. Finally an evaluation is made of the events in each of the steps.

As reported in the survey request, Halbert Gully has had a very favorable response to his "Parliamentary Debating" format. In these monthly assemblies, the audience is expected to take a speaking part. There are two principal speakers for and two principal speakers against the announced resolution. The first speaker moves the adoption of the resolution and then speaks for this resolution. After the principal speeches, general debate follows with a three-minute time limit. Consent or passage of the motion ends debate.

S. H. Horton of Colby College and Larry Norton of Bradley University have found this program, as used by Gully at Illinois, to be very satisfactory in results.

Warren Guthrie and staff at Western Reserve may have presented debaters to greater audience numbers than any of us. For several years he has had a large radio and television following for a type of debating he has developed from the Cleveland stations. He has adapted debate on a resolution to the procedure of the courtroom. Witnesses are called and debate follows on the legal pattern. While the "judge" and "lawyers" are students the witnesses are older citizens who are known to be those citizen authorities and officials who are directly involved in the actual problem being debated. Warren Guthrie has pioneered in adapting debate to radio and television and has secured excellent responses from his large audiences.

On October 12 and 13, 1951, debate directors and speech administrative heads of the Western Conference Debate League Schools (eleven universities) met at Northwestern University to review and reevaluate the 23 year old debate activity of W. C. D. L. Among other conclusions the group felt that debate had established its place in education. And while interested in all the forms and types of debating, conventional debate is not to be abandoned. The

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# Union of Americas

Prof. Sterling Geesman,  
Ohio Wesleyan University

Ever since Columbus crossed the Atlantic in 1492, the Americas have been confronted by essentially common problems. After discovery, there came the era of exploration and conquest by Spain, Portugal, the Netherlands, France and England. The Americas were found to be a source of wealth to the Old World, and the mother countries tried to keep the colonies politically and economically dependent upon them.

The most extensive experiment in constitutional democracy in the world was begun in the New World when the American colonies won their independence from the Old World. In 1776 the era began when the united Thirteen Colonies issued the Declaration of Independence, which was fortified in 1787 by the Constitution and in 1791 by the Bill of Rights.

Several decades later the example thus set by the North American English colonies under Washington was followed by the South American Spanish colonies under Bolivar and others. The opportunity came when Napoleon invaded the Iberian Peninsula and loosened the bonds linking Latin-America to the crowns of Spain and Portugal.

## What Has Been Done in the Past

(1) Napoleon's Waterloo came in 1815 and the Holy Alliance threatened to restore the colonial empires in the New World. This presented a critical point in the history of the Western Hemisphere. Should the United States follow a laissez-faire policy and allow the New World to be invaded? The answer was "no" and a definite stand was taken in the Monroe Doctrine in 1823, which gave moral support to the followers of Bolivar and prevented the restoration of the European colonial empires in the New World.

(2) Three years after the Monroe Doctrine was proclaimed (in 1826), Bolivar called the Congress of Panama in the hope of laying a foundation for a union of the Americas. The Panamanian Pan-American project, preceding the League of Nations by nearly a century, proved to

be premature. The Latin-American colonies had just won their independence and, although Henry Clay was particularly interested in Bolivar's proposal, the United States was not ready to translate the Monroe Doctrine into an American League of Nations.

(4) The next attempt was not made until fourteen years after the close of the Civil War when the United States started to look abroad for larger markets and new fields for capital investment and business enterprise. Latin-America wanted what the United States had to offer, and the Americas had a common interest in guarding against both the actual threat of their own family quarrels and the potential threat from the rising tide of Europe's new imperialism.

The upshot was that, while the Pan-American Union (founded under the name of the International Bureau of the American Republics) was founded in 1889-90 and while four full-dress Pan-American conferences were held between 1889 and the outbreaking of World War I, Pan-Americanism in that period was confined mainly to two subjects:

(a) The improvements of the conditions under which business was carried on (customs, regulations, trade marks, copyrights, etc.),

(b) And, to a limited degree, the peaceful settlement of international disputes.

Powered by the Good Neighbor Policy, new Pan-Americanism boomed from the middle 1930's to the early 1940's, and paid rich dividends during World War II. For example, in World War I seven of the Latin-American countries including Argentine, Chile, Colombia and Mexico remained neutral throughout; but in World War II only Argentina remained neutral.

(4) Though the always loose-jointed Pan-American Union still lacked coherent organization, the American nations for the first time begun to give it the attributes of a true security system. The Corner-

stone was laid at the Buenos Aires Conference in 1936, in the shape of agreements to regard a threat to the security of one American state as a threat to all, and to consult together on the means of meeting such a threat.

Use was soon made of the agreement to meet the crises of World War II.

(a) The first meeting of the Foreign Ministers of the American Republics was held at Panama in 1939. The so-called neutrality zone, designed to keep belligerent activities away from American shores, was agreed upon.

(b) The next meeting was held at Havana in 1940. Further steps were taken to clarify the status of European colonies in the New World and to suppress the activities of foreign agents.

(c) Two days after Pearl Harbor, Chile suggested that a third meeting be held at Rio de Janeiro to consider the situation and adopt suitable measures. At the meeting forty-one resolutions were approved dealing with the severance of relations with the Axis powers and with various far-reaching measures of cooperation for the common defense of the hemisphere.

These meetings tightened up the mutual defense system to a point just short of an alliance.

(5) Following the close of World War II, and shortly before the United Nations Conference convened at San Francisco, an Inter-American Conference on Problems of War and Peace (more commonly known as the Act of Chapultepec), was held at Mexico City from February 21-March 8, 1945. It was decided:

(a) That any attack against the territory, sovereignty, and political independence of an American state should be considered an act of aggression against all.

(b) That they should consult to determine what to do in the event of such an attack.

(c) And that these principles should later be embodied in a per-



manent treaty.

(6) In order to put the Act of Chapultepec on a permanent treaty basis, representatives of the American republics met at Rio de Janeiro in 1947 and drew up the Inter-American Treaty of Reciprocal Assistance, which is informally known as the Rio Pact. It is linked to the United Nations Charter by several of its clauses.

Senator Vandenberg, its sponsor in the Senate, describes it as "the greatest advance ever made in the business of collective peace."

The pact describes the Western Hemisphere defense area as comprised within a line drawn from pole to pole around the American continents and Greenland. It stipulates that "an armed attack by any State against an American State shall be considered as an attack against all American States, and, consequently, each one of the . . . contracting parties undertakes to assist in meeting the attack . . ."

Nine months after that, with the United States as prime mover, the North Atlantic Pact was signed. In a very real sense this Pact was a result of the successful experiment with the Rio Pact.

(7) At the Mexico City Conference, it was agreed that the inter-American system needed to be reorganized and consolidated in the interest of greater efficiency and to meet the requirements of the postwar period. This was done at the Bogota Conference, where the Charter of the Organization of American States was signed on April 30, 1948. This Charter is comparable to the United Nations Charter since it serves as the basic constitution of the inter-American system. It establishes the OAS on a permanent treaty basis and defines its role as the regional agency of the American republics within the United Nations.

#### **Points in Favor of a Union of Americas**

(1) From the political point of view, the Western Hemisphere is a region. It is separated by the oceans from Europe and Asia. History also sets the two Americas apart from the rest of the world. Their revolutionary and subsequent history has established a powerful tradition of independence. All the nations of this hemisphere have accepted the doctrines of constitutional and republican government. All are put in similar peril by a European or Asiatic aggressor.

(2) A regional association of nations already exists in this hemisphere; and it is based on independence, equality, and mutual respect. This association has been practical in conception and has developed from time to time and adapted itself to new situations.

(3) International wars within the hemisphere have been few and far between. The New World is assured as much peace as human beings can reasonably expect.

(4) Inter-American solidarity guarantees security from external aggression. Inter-Americanism, as well as the vital interests of the United States, requires and makes feasible an adequate system of military defense for the hemisphere; and sound economic policies will make the Americas reasonably self-sufficient.

(5) Inter-American association will make a substantial contribution to world order. It has already provided an inspiring and instructive example; and many consider it a model for the world to copy. When other continents develop similar organs and attitudes, the danger of war should be greatly diminished; and it may vanish altogether when machinery is set up for inter-continental or inter-regional consultation and conciliation.

#### **Points Against a Union of Americas**

(1) The Western Hemisphere is not a politically significant region. It consists of two separate continents, not one. Canada is part of the British Empire. Below the bulge of Brazil, South America is nearer Europe than the United States, and is for us a strategic liability.

The hemisphere as a whole is not an economic unit. The United States is closest economically, as well as geographically, to the Caribbean countries, and enjoys a fairly close economic relationship with Peru, Ecuador, and Bolivia; but the southern South American countries trade predominantly with Europe and are, in a large part, competitors of the United States. Moreover, while the Latin-American countries are largely dependent on foreign commerce, they do not trade much with each other.

There is a wide range and high barrier in the cultural, ethnic, language and religious backgrounds.

Politically, the American nations do not have common institutions and ideals. It is true we have similar (but not the same) revolutionary

background; but few of the Latin-American countries are really attached to the democratic principles. Most of them maintain undemocratic class systems. Intermittently or chronically, they are governed by dictatorships.

Psychologically, Pan-American solidarity has never become a reality; and no popular demand exists for the establishment of a hemispheric league, confederation, or federation.

It is not a common danger but a common feeling of danger that unites peoples. The common danger from Europe and Asia is not felt by all the American nations in the same degree or in the same way.

(2) The Pan-American Union and the other inter-American agencies have been useful in many ways; but a condition of relative peace in the Western Hemisphere is to be attributed in the main to three conditions:

(a) The overwhelming predominance of the United States.

(b) Britain's sea power.

(c) The general sparseness of population and lack of development in the Latin-American countries.

Many boundary and other conflicts persist; and the general tendency is militaristic. The association of nations in this hemisphere has not operated as a security system. Continued leadership by the United States, joined with collective "followership" by the other American nations, may be sufficient to prevent wars from starting in this hemisphere; but, so far as the world order or danger from without is concerned, little can be expected, except through measures applied to other continents or to the whole world.

(3) To guarantee completely the security of the hemisphere without some form of assistance from the rest of the world would require a considerable permanent militarization, not only of the United States but also of the Latin-American nations. Such militarization would be unfavorable to democracy, peaceful inter-American relations, and economic progress. Regionalism, carried to an extreme, may easily become imperialism.

(4) Trade conditions are exceptionally important in the political relationships of Latin-American countries. An attempt to make this hemisphere economically self-sufficient, however, would demand an

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# Mr. Forensic

By EGBERT RAY NICHOLS, Jr.

Whittier College, Whittier, California

When, at the close of the summer session, Egbert Ray Nichols removed from his office in the Hall of Letters on the campus of the University of Redlands the carefully collected materials of forty-four years of teaching, the last file to be moved was **The Forensic of Pi Kappa Delta** — a record dating back to the first issue, February, 1915. This record is an important part, a cherished part, of the life of Dr. Nichols. To set down a sketch of his career without also revealing much of that record is an impossibility. Or, to say that in entering retirement, Dr. Nichols can actually retire from the forensic activities to which he has given so much would be, to those who know him, an anomaly.

Dr. Nichols is as inseparable from forensics as are the fields of red clover and gleaming wheat from his native Indiana. So long as the adjacent state of Ohio lays claim to the holder of the title, "Mr. Republican," then, surely, Indiana has produced a foremost candidate for the title, "Mr. Forensic." It is hard to say in what way the tiny village of Mt. Ayr could have stimulated the love for the spoken word, reliably and eloquently delivered, to which he has devoted himself. Possibly it was not until he achieved acquaintanceship with oratory and debating at Franklin College that he caught a glimpse of the futility of any democracy which could not produce the enlightened and persuasive speakers of the future. Of those days he says, "Although I tried my darnedest, I could not win the state oratorical." Undoubtedly, he won a great deal more when he captured the vision of college students speaking with authority on the economic and social issues of the day instead of mincing innocuous subjects as, **Resolved: that woman is superior to**

**man**, a topic typical of formal discussions in many institutions of the time.

Although the extent to which his vision of intercollegiate forensics was developed at Franklin College cannot be stated with surety, he left that institution with the degree of Bachelor of Philosophy, membership in Sigma Alpha Epsilon, a determination to become a professor of English, and memories of an exhilarating student life in the company of such men as Roy Stott, composer of popular ballads, and Elmer Davis, the radio commentator.

E. R. Nichols spent two years at Harvard University studying in the areas of composition, rhetoric, and literature, receiving the degree of Master of Arts in 1909. The influence of George Pierce Baker brought a realization of the importance of the spoken word in drama. This concept, later, was to be combined with the practice of rhetorical theory to form the philosophy upon which he founded the Department of Speech at the University of Redlands. The psychology of Josiah Royce, the acting of Maude Adams and of E. H. Sothern, the plays of Fitch, Belasco, and Moody, politics on Boston Common, the tradition of Faneuil Hall, all formed a matrix out of which grew a personal understanding of the power of the spoken word.

In the fall of 1909, Egbert Ray Nichols returned to the prairie states, settling in Ottawa, Kansas, as head of the Department of English in the local University. Here, in the following two years an organization later to be known as Pi Kappa Delta became a hazy notion in the minds of two men — Professor Nichols and John A. Shields, a student at Ottawa University and an enthusiastic participant in forensic activities. Neither the friendship of the two men nor the still indistinct concept of a forensic organization was interrupted by the move of Pro-

fessor Nichols to Ripon College and the headship of the Department of English in that Wisconsin College.

In this new position, Dr. Nichols soon discovered that his students would welcome a society which would honor their efforts in public speaking. He and a group of his orators and debaters learned, on a trip to Lawrence College, that it would be impossible for them to affiliate with Tau Kappa Alpha except through the chapter at Lawrence which was to be the only one in the state. The desire for a local forensic chapter grew at Ripon. It was growing at Ottawa University also. John Shields wrote to Professor Nichols soliciting his ideas as to a method by which Ottawa could honor its forensic students. The reply contained the inception of Pi Kappa Delta. Professor Nichols wrote "that the thing to do was form an honor society which could award a key, suggesting that such an organization might be both state and national."

Only a small amount of grass was allowed to grow between the receipt of this letter and the institution of Pi Kappa Delta. John Shields describes the event as follows: "The first definite step taken toward the organization of Pi Kappa Delta was at the State Contest of the Kansas Prohibition Oratorical Association held in Manhattan, Kansas, in the spring of 1912, when Messrs. John A. Shields of Ottawa University, and E. A. Vaughan of Kansas Agricultural, were recognized as representatives of that Association, without direct responsibility to the organization, to take action in the matter of founding a fraternity which was to have no connection with the association.

"Already some agitation had been carried on at a number of colleges, and a temporary organization was even formed at Ripon College, Wisconsin. A little later, Messrs. Shields and Vaughan invited Mr. C. J. Boddy

Reprinted from the current issue of *The Forensic of Pi Kappa Delta*.



of Kansas Wesleyan University, to join them in their endeavor to organize the fraternity, the matter being informally placed before the Kansas Oratorical Association (Old Line) at its meeting in Winfield, Kansas, in March, 1912. Mr. A. L. Crookham of Southwestern College, was added to the committee. These gentlemen, in due time, with mutual consent of the entire number, were added to the list and joined to the committee of National Founders: Messrs. E. R. Nichols, Ripon College, Wisconsin; H. O. Pritchard, Cotner College, Nebraska; P. C. Somerville, Illinois Wesleyan; J. H. Krenmyre, Iowa Wesleyan; Daniel C. Lockwood, College of Emporia, Kansas, and Frank P. Johnson, Morningside College, Iowa."

The constitution of Pi Kappa Delta was written originally by Professor Nichols and modified through correspondence with John Shields and E. A. Vaughan. The key, a rough draft of which was sketched by Nichols and designed and executed by the Roehm Company, was accepted by both the Wisconsin and Kansas founders. The degrees of Pi Kappa Delta were conceived and established by Vaughan, Shields, and Nichols. There remained only the matter of founding the organization and electing the officers.

"Too much credit cannot be given Shields for the tactful way in which he molded all the suggestions into an acceptable document and then nominated, elected and installed the first set of officers. He did it — all alone — by himself. In other words, the secretary cast the ballot for the officers and they were elected." In addition to the above statement describing the first election of officers, E. R. Nichols adds the following comments about the founding of Pi Kappa Delta:

"It was January, 1913, before the constitution was submitted and signed by the ten National Founders and the national organization was ready to accept applications for the establishment of local chapters. The date of the founding of Pi Kappa Delta is always given as January, 1913, because the first chapter was granted at that time, soon after the constitution was signed."

The first official chapter of Pi Kappa Delta, Kansas Alpha, was composed of John A. Shields, Leland H. Jenks, Jesse Elder, Samuel Marsh, and Charles T. Battin now of the College of Puget Sound and the only

one of the charter members still actively connected with Pi Kappa Delta.

Actually, the first chapter of the new organization was the one at Ripon College. It could not, however, be admitted to active membership in Pi Kappa Delta until college restrictions against fraternities could be modified. As a consequence, it stands as the fifth chapter to be admitted. The four which preceded, in order of admission, were Kansas Alpha, Ottawa University; Iowa Alpha, Iowa Wesleyan; Kansas Beta, Washburn College; and Nebraska Alpha, Nebraska Wesleyan.

By the early summer of 1913 all five of these chapters had been admitted. About this time, Professor Nichols was forced by ill health to leave his position at Ripon and locate in a milder climate. Finding the headship in English open at the University of Redlands, he accepted this appointment in California and was immediately at the job of bringing his second chapter into Pi Kappa Delta. Redlands was the ninth chapter to be granted.

According to Professor Nichols, "... at the end of 1914 Pi Kappa Delta found itself composed of ten chapters and these were but loosely bound together.

"With the order at this stage in its development Shields found it difficult to get membership fees from the original chapters and reports of new members initiated. The whole organization seemed to be lagging and was pervaded with a doubtful air. . . . A new source of consternation appeared. The Washburn chapter decided that Pi Kappa Delta was going to die and wrote that important piece of news to E. A. Vaughan. Vaughan wrote a scarehead to Nichols, and Nichols asked Shields to count the cash again. The Nebraska Wesleyan chapter and the Iowa Wesleyan chapter both lost interest and became inactive. Vaughan, Shields and Nichols decided that the situation was so critical that a magazine must be published whether there was money enough or not. Shields felt that the publication would help him in the demand for dues. Nichols began to prepare copy. With affairs at this stage the National Council received a bit of encouragement. The Colorado Agricultural College applied for a charter. It was granted with alacrity. Alfred Westfall, the organizer of this chapter, was known personally to Shields

and Nichols as an old debater of Park College whom they had combated unsuccessfully back in 1910 and 1911. The coming of this chapter in January, 1915, insured more money and enabled the council to take the risk of issuing a publication. The first or correspondence era of Pi Kappa Delta was passed."

In February, 1915, E. R. Nichols presented the first issue of **The Forensic**. As editor of **Intercollegiate Debates**, he had at hand a directory of debate activities and coaches which enabled him to place the new magazine in the right hands. The success of **The Forensic** was observable at once. Money came in from the chapters in sufficient quantity to make possible the publication of the second issue in December of the same year. More chapters were admitted and Pi Kappa Delta was on the verge of becoming a "going concern." It was characteristic of Prof. Nichols that he recognized the need, which, if it could be fulfilled, would assure the future of the fraternity. The second issue of **The Forensic** contained the announcement that there would be a national convention of Pi Kappa Delta in the spring, to be held somewhere in Kansas. In his announcement, Professor Nichols said: "The Redlands chapter expects to put on a show at the opera house to raise money to send the National President and two debaters east for some debates and for this convention. No chapter will have more to overcome in the way of distance and expense. What are you going to do?"

The first national convention of Pi Kappa Delta was called to order on the campus of Washburn College on the afternoon of March 31, 1916. Eleven chapters attended, transacted their business, elected new officers, and adjourned with a banquet at the home of Professor and Mrs. Schonberger of Washburn. Professor Nichols entered his second term as President of Pi Kappa Delta.

During the period of World War I, the organization was forced to proceed with caution. Nevertheless, it grew. The second national convention was held at Ottawa University in April of 1918 and again Professor Nichols brought a delegation from California. According to John R. Macarthur, second President of Pi Kappa Delta, "The man who had been the founder and perpetrator and organizer par excellence of the Order gave warning that he was not a candidate for reelection to the Na-



tional Presidency . . . It was with keen regret that all members of the Order saw Egbert Ray Nichols relinquish its leadership; but he had always been most anxious that Pi Kappa Delta should not become a 'one man' organization. If we are to trust his record, it never has been that; but was from its inception a 'two man' or even 'three man' organization. The only consolation the Order had was that he was remaining as Vice President and Chairman of the Charter Committee where his counsel and experience might be readily available."

Dr. Nichols has never relinquished his intense interest in Pi Kappa Delta. Serving at various times as Historian and on committees of the fraternity, he has kept in close contact. From 1916 to the present he has missed only one national convention and that was during a year of sabbatical leave which he spent outside the United States. His debating teams, orators, and extemporaneous speakers from Redlands have won the national contests in many instances, but his great contributions to Pi Kappa Delta were the vision to see the place that it could fill in encouraging students in democratic processes and the courage and persistence to see the fraternity through its difficult, early years.

Despite the tremendous amount of time and energy devoted by Dr. Nichols to Pi Kappa Delta, he still had much to give to his other great interest, the drama. When not hearing debaters or conferring over cases, he was encouraging actors to a fuller interpretation of the roles they attempted at Redlands. Among the productions he staged between 1914 and 1952 were the **Christmas Carol**, **The Music Master**, **Midsummer Night's Dream**, **The Merchant of Venice**, **Rose of the Rancho**, **The Goose Hangs High**, **The Red Mill**, **Sun Up**, **Lightnin'**, **The Patsy**, **The Bat**, **Daughters of Atræas**. A full reading of the productions would include most of the hits of the twenties and thirties plus a considerable sampling of the classics as well as musical comedy.

Dr. Nichols' occupation with the drama was not limited to college productions. During the school year, 1925-26, he undertook the academic studies required for a British master's degree. He compiled at the University of London and at the British Museum, under the direction of Alardyce Nicol, the documents neces-

sary to disclose the editing of Shakespeare accomplished in the 17th century by Nicolas Rowe of Tavistock, England. During the same period he toured the continent and lectured before many Rotary Clubs in the United Kingdom.

Dr. Nichols has always demonstrated a unique facility for keeping his mind full of a number of things. He could talk a debate case while painting a flat or keep a debate squad busy while directing the rehearsals of a university play, nor was he ever too busy to give his time to a student. Such meetings often took place in the most unorthodox situations—while irrigating his citrus trees or painting his house—situations akin to Mark Hopkins on one end of a log and his student on the other.

His influence left an indelible mark on the lives of many of his students, some of whom would never have finished a college education had it not been for his relentless, kindly goading. The proof of this teacher's sound, educational philosophy has been illustrated in the successful careers of his students. At the risk of slighting many, the following few are cited: Fred D. Fagg, Jr., President, The University of Southern California; Clinton MacKinnon, Congressman, San Diego, California; Gordon Dean, Chairman, The Atomic Energy Commission; Dwayne Orton, Director of Education, International Business Machines Corporation; Carl Weston McIntosh, Jr., President, Idaho State College.

In 1930, the activities of speech and drama having become too extensive to be carried in addition to the direction of the Department of English, Dr. Nichols established the Department of Speech Education at the University of Redlands and became its head. He has continued in this capacity until the present.

These many activities were not sufficient to fill all of his time, for in the moments to spare he edited **Intercollegiate Debates** for Noble and Noble, Publishers, wrote, with Joseph H. Baccus, **Modern Debating**, collected his own volumes on the annual, national debate question, and, finally, in 1944 launched the **Debater's Magazine** (now called **Speech Activities**).

In recognition of his many achievements, Egbert Ray Nichols received in 1942 from his alma mater, Franklin College, the honorary

degree of Doctor of Literature. Again in 1951 he was favored in similar fashion by Ottawa University which conferred upon him the LL.D.

The record set down here would not be complete if it did not mention the source of inspiration which made these accomplishments possible. In the interlude between his teaching at Ottawa and at Ripon, Professor Nichols stole a little time from his professional activities and married Elsie Grace Stubbs, a teacher of Latin and Greek at Bloomfield, Indiana, and his college sweetheart. During the school year, when a production needed costumes she saw that they were provided. In the summer she was ready for a camping trip in the Sierra or an isolated stay on the beach of Santa Cruz Island off the California coast. More recently, she has given her time to the secretarial work required to handle the Nichols' publishing enterprise. Her devoted work and constant faith through the years made the impossible always come true.

As Dr. Nichols, in retirement, places the many issues of **The Forensic of Pi Kappa Delta** on the bookshelves of his home, he may find himself a little uneasy for a bit, until he becomes used to having the time to do all the things he says he has had to neglect. If you ask him what he'll do when he isn't occupied in the make-up of **Speech Activities**, he'll mention, with a twinkle in his eye, all the books he has intended to write, or he'll add, "Perhaps I'll go to Japan and help introduce the art of public discussion to a new democracy." Should such a venture materialize, and should he be able to remain that long away from his five-year-old granddaughter, the following tribute by John R. Macarthur would hold in double bond.

"In reading the account of the origin of things in Pi Kappa Delta, one is more and more impressed with the fact that whereas there may have been ten National Founders, only one of them has to this day continued actively in the service of the Order. That one is Egbert Ray Nichols. For years he stuck tenaciously to his idea. In spite of disappointments, of ill health, of discouragement which would have made the average man abandon the organization, he has remained faithful to it. And the end crowns his work . . . To have been the means of stimulating thousands of men



and women to forensic endeavor for leadership, to have thereby trained them for better and more effective citizenship in the world's greatest democracy, surely this is an achievement far beyond the ordinary. And this is the contribution which has been made to his day and age by Egbert Ray Nichols."

Quotations used in this article were taken from "The History of Pi Kappa Delta," THE FORENSIC, Series B, No. 4, March, 1923. The history was written in three divisions, one by each of the first three presidents—E. R. Nichols, J. R. MacArthur and Charles A. Marsh.

## SURVEY OF DEBATE

(Continued from Page 98)

group hopes to reserve the home and home audience debates of earlier years and also to have an occasional "tuxedoed" debate before a campus audience.

If we consider the results of this survey and the statistical survey made one year ago (1950 S. A. A. Convention Report) and compare them with the several reports made since 1946 we get a consistent result. It seems that more students are taking part in more scholastic debating than at any previous time. There are more rewarding experimental forms of debating than we have ever had. The adaptation of debating to increase the appeal to audiences has extended this activity to a rapidly expanding group of listeners. Continued effort for improvement in debate practices seem to be bearing fruit on most of the campuses.

\*A report of this survey was made by Paul Carmack, Ohio State University, in a forensics section program of the Speech Association of America Convention held in Chicago December 30, 1951.

## UNION OF AMERICAS

(Continued from Page 99)

extraordinary amount of planning in practically all of the 22 independent nations and a close co-ordination of their economies. Such an attempt would require this country far-reaching and almost revolutionary changes in our agricultural system and policies, as well as in our economic relations with Europe and Asia. We cannot indefinitely buy the good will of Latin-American governments. Our present policy of "economic defense" resembles "dollar diplomacy" except that government bureaus have replaced private corporations, and the payments and receipts are in somewhat different terms.

# WHEN WE DEBATE

Will our opponents say we met them fairly, squarely and honestly?

Will they say that they enjoyed meeting us, and that they thought we had won whether we get the decision or not?

Will they say that they regarded our debating and our sportsmanship worthy and superior?

Will they say they have a high regard and respect for our methods of debating, knowledge of the game, and standard of ethics.

Will they say we want you to come back and meet us again?

Will they say you have represented your college well, and gained our sincere respect for the standards of your Alma Mater.

Debate before an audience is an exercise in difference of opinion without quarreling and contentiousness. It is an effort to show that one of two sides has superior basis for belief. That the evidence and expert opinion outweigh the evidence and opinion on the opposite side.

Often this is a matter of evaluation. Evidence can be magnified in importance, and it can be minimized. If accompanied by a persuasive manner, it can become dangerously deceitful and unfair. There is a place where "cleverness" ceases to be honest. It is somewhere in this neighborhood that unbroken records of victory on both sides of a debatable question become tinged with suspicion.

# THE DEBATER'S CODE

1. Use no evidence that cannot be verified.
2. Quote no testimony or expert opinion whose honesty or sincerity can be questioned.
3. Be courteous, polite and respectful to opponents.
4. Scorn appeals to prejudice.
5. Take no unfair advantages in order to win.
6. Quote no second hand opinions. Know your sources. Be able to give them.
7. Solicit no opinions to quote that are not open and free to opponents, i. e., keep private letters out of a debate.
8. Admit truth under all circumstances.
9. Cleave to reasonableness in all interpretations.
10. Submit all questions to opponents in writing.
11. Garble no quotations, or make no incomplete quotations to misrepresent meanings.
12. Be concerned about good sportsmanship in all situations. This implies: no whispering; write, if you must communicate with your partner.
  - (b) Never give appearance of making light of your opponents.
  - (c) Make no open contradictions: challenge statements by asking for the reference or printed authority.
  - (d) If you lose a decision, congratulate the winners sincerely.
  - (e) Accept congratulations with modesty and good will.

# AN OUTSTANDING COACH

The work of Chester E. MacLean of New Trier High School, Winnetka, Ill. deserves a word of comment of the most favorable type. He at one time had twenty-one former students engaged in college debate at one time in various American colleges and universities. Mr. MacLean has had an active career in high school teaching for many years. He

is a graduate of Beloit College, Wisconsin, and has attended University of Wisconsin and Northwestern University. He is a member of Pi Kappa Delta, Theta Alpha Phi, and Alpha Phi Gamma. He was the organizer of the Metropolitan Debate Union of the Chicago Area, which includes Indiana and Illinois schools in the Chicago neighborhood.



# The Editor in Japan

FROM SENDAI

Dr. E. R. Nichols, editor of Speech Activities (formerly Debater's Magazine), for eight years and retired from active service as Head of the Speech Department at the University of Redlands after 39 years, has arrived in Japan and begun his assignment under the Fulbright Foundation—a Lectureship Award at the Imperial University of Sendai, locally called Tohoku University.

December 12, 1952

Mrs. Nichols and I received the surprise of our lives when our train from Tokyo arrived in Sendai. There at the station, as we stepped from the train we were greeted by the Mayor of Sendai, and other city officials, by a representative of the President of Imperial University and leading members of his English Faculty. All this in a pouring rain! In answer to their most graceful and courteous bowing we began to bow (Japanese style) and haven't stopped yet.

Almost immediately we were ushered into the Mayor's car and taken to the Press Office where we were interviewed and sat for flash light pictures. The Sendai Paper (Kahoku) carried the article and picture the following morning.

## Guests of Mayor

After our first night in a Japanese house, and Japanese breakfast with "tea" a messenger was at the "sliding doors" bringing an invitation from the Mayor to be his guests at 11 o'clock that morning. His car was sent for us and we found ourselves in his office at the city hall with the opportunity to meet other officials of the city while we became acquainted over the tiny tea cups and attractive little cakes. His secretary brought in the morning paper and placed it before us with the article and picture taken upon our arrival.

Then appeared men from the Sendai Broadcasting Station to make a recording of my first speech in Japan, which was broadcast that evening at 6 o'clock.

The following day we were guests of Dr. Satomi Takahashi, President of Imperial University. The President's secretary, who speaks very

good English, came with the University chauffeur to accompany us to the President's office and private lounge where we were introduced and received most graciously by Dr. Takahashi, while his Japanese servant kept us supplied with hot tea and confections in artistic designs. During our talk Dr. Takahashi told me he had 200 students signed up for my lectures but that some of course might not appear. I told him that could happen in the United States also.

After almost an hour with the president we were escorted by the university chauffeur to a suburban part of the campus where the Hall of English is located. The University has branches all over the city. Here we were received by the Head of the English Faculty where we met each member individually, and again over tea and cakes we had an opportunity to become acquainted and finally to get around to talking over plans for my lectures. We were then taken to two class rooms, one seating about 100, another smaller, where I was to lecture, and shown into my office. Although I reported for work on November 30th, these welcoming "teas" were first on the program and proved most practical in our beginning to understand each others English.

## Fulbright Award

I began my assignment for the Fulbright Foundation with an afternoon lecture December fifth. To my amazement there were 110. The following day, Saturday (we teach 6 days a week over here) I had 100 and on the next Tuesday I had 50 in the class which was to have been very small for more intimate contact with the students. Among the students I observed many interested and intelligent, giving every evidence of understanding practically everything I said. It has been a great joy to speak to foreign students so well trained in English.

This weekend one of the young men who attended my third lecture (Tuesday, Dec. 9th) is to preside over a student conference at which many of the American soldiers will participate, as they are taking ad-

vantage of opportunities to do academic work over here. The young man wanted a few hints on introducing speakers. As the Japanese people are the most polite people on earth he did not need much help on courtesies.

The entire English faculty is most courteous and helpful. Public Speaking is new to the Japanese as their democracy has just begun. They realize that they need to learn to speak in public and to debate about public measures, and are eager to do a good job of it. From what judgment I dare form this soon, I must say that I think they will succeed.

## Sendai Newspaper

(Translation of the article which appeared in the Sendai paper the morning after our arrival, by Nobuko Igarashi:)

Dr. E. R. Nichols, who is famous as the first President of Pi Kappa Delta, a National Forensic Honor Society in the United States and his sweet wife arrived in Sendai at 8:30 p. m. November 28th.

President Takahashi of Tohoku University (Imperial University of Sendai) had invited Dr. Egbert Ray Nichols as Professor of Public Speaking and Debate at Tohoku University where already 200 students have signed up for his courses. Mayor Okazaki had also invited Dr. Nichols to be English Lecturer for the City of Sendai.

Dr. and Mrs. Nichols were welcomed at the railway station by the Mayor of Sendai and by President Takahashi's representative; Head of English Department of Tohoku University and many others. They are now at their residence, 49 Fukuzawa, Odawara HaranoMachi, Sendai.

Dr. Nichols taught 39 years at the University of Redlands, California until his retirement last July 1952. He is a graduate of Franklin College, Indiana; Harvard University, with his doctorate work at the University of London, England. He taught English and Public Speaking and Debate at Ottawa University, Kansas and Ripon College, Wisconsin, before going to the University of

(Turn to Page 110)





THE GREAT HALL OF THE MENDENHALL BUILDING,  
WHITTIER COLLEGE



# Presenting Whittier College

## WHITTIER COLLEGE

The Department of Speech and Drama of Whittier College is comparatively new, having been established in 1946 under the direction of Harold Lilywhite. Previously, the activities of the department had been carried on under the supervision of the English faculty. A tradition of excellence in public speaking and debate was earned under the leadership of Professor Knox, who for many years trained the orators, extempore speakers and debaters for Whittier College.

Drama, also, has been a significant influence on the students of Whittier College. Poet Theatre, first under the direction of Albert Upton and then of Charles W. Cooper, is a going concern producing four or five major productions a year and several laboratory shows. 1952-53 audiences will see *DEAR RUTH*, *THE IMAGINARY INVALID*, *MACBETH*, *MIRANDA*, and one other play yet to be selected.

The speech and hearing clinic, set up in 1946, maintains a high standard of excellence under the direction of Lester Harris. Clinic facilities provide excellent training for students desiring to obtain a credential in speech correction. A considerable number of representative cases are accepted in the clinic each semester thus providing the students with practical case experience.

In forensics, Whittier College has an enviable reputation. During the 1951-52 season the team of Joe McClure and John Houwink won second place in upper division debate at the tournament sponsored by the Western Association of Teachers of Speech at Fresno State College. The previous year Whittier College won the United Nations competition for the southern California area which resulted in a trip to New York City for Joe McClure and Robert Hepinstall.

During the pre-war years extensive debate tours of the western states provided considerable forensic activity for Whittier students. During the season, 1933, Richard Nixon, now Vice President of the United States, then President of the

Associated Students of Whittier College, travelled with his colleagues, Joseph Sweeney and Emmet Ingram, over 3,000 miles through the western states, debating in California, Nevada, Utah, and Arizona. Colorado was on the schedule, but

the excessive snow of that winter prevented meeting the engagements in that state. Cancellation of war debts was the intercollegiate debate subject of the year.

In March, 1933, Dick Nixon won the southern California extemporan-



Bob Hepinstall and Joe McClure, United Nations Contest Winners, leave for New York.





Whittier College's Nationally known Broadoaks School features an ultra modern plant for training students in pre-school and kindergarten teaching.

Wanberg Hall, the newest addition to the campus, is a dormitory for men.





eous contest against competition from the University of Southern California, Occidental College, La Verne College, The University of Redlands, Pomona College, UCLA, California Institute of Technology, and Pepperdine College. In debate Nixon stood high. He exchanged decisions with a team from the University of Southern California which ranked high in tournament competition and with a team from the University of Redlands which placed high in Pi Kappa Delta national tournament. Nixon participated in dramatic activity as well as forensics at Whittier, playing the lead in one Poet Theatre production.

The Department of Speech and Drama continues its emphasis on theatre, forensics, speech correction, and basic communications under the present leadership of E. Ray Nichols, Jr. In addition a graduate program leading to the degree of Master of Arts is open to a limited number of students who wish to do concentrated work in the areas of theatre, speech correction, and basic communications, or public speaking.



The Library and Administrative Offices are located in the Mendenhall Building.

## The Norfolk Debaters

### STATE PRISON COLONY

Norfolk, Mass.

Readers of **Speech Activities**, having been introduced to the debating activities of the Norfolk, Massachusetts, Prison Colony in previous issues of this magazine may possibly need a briefing on current activities at the institution. We present a condensation of the international debate program held in the Assembly Hall on Sunday, December 14, 1952.

#### THE QUESTION

**RESOLVED:** That this House regrets the advance to the Welfare State.

#### THE DEBATERS

**Affirmative:**  
Norfolk Colony: Francis X. Mulligan  
William J. Flynn

**Negative:**  
Cambridge University:  
Anthony J. L. Lloyd  
Greville E. Janner

#### THE JUDGES

Hon. Edward A. Counihan, Jr.  
Justice, Massachusetts Supreme  
Judicial Court  
Dean Elwood H. Hettrick  
Boston University School of Law  
Dr. Nils Y. Wessell  
Vice-President, Tufts College

#### THE RESULTS

In favor of the Affirmative:  
1. Edward A. Counihan, Jr.  
2. Elwood H. Hettrick  
In favor of the Negative:  
1. Nils Y. Wessell

#### THE SCHEDULE

November 2, 1952:  
Massachusetts Institute of  
Technology  
November 23, 1952:  
Harvard University  
December 14, 1952:  
Cambridge University  
January 17, 1953:  
U. S. Military Academy  
February 8, 1953:  
McGill University  
February 15, 1953:  
Columbia University  
March 1, 1953:  
University of Pennsylvania  
March 22, 1953:  
Williams College  
April 12, 1953:  
Holy Cross College



# EDITORIAL COMMENT

## SENATOR RICHARD M. NIXON

A magazine devoted to debate and speech activities cannot ignore the rapid rise and career of a young man like Richard M. Nixon. A few years ago he was a college debater at Whittier College, and debating with a fellow Quaker or member of the Society of Friends from the neighboring city of Redlands, whose name was Winston. Although they did not win all their debates, they took on all the competition Southern California offered, and as is generally recognized faced heavy competition in the University of Southern California and the University of Redlands.

It would be difficult indeed to convince any of the college debate opponents of Senator Nixon that there is anything wrong with his character or his integrity. Most of them resented the unjust position in which an unfair political attack placed him, and gloried in the triumphant way in which he handled it.

There was, of course, a very ticklish subject involved which is one of the moot questions of American politics—the gift of a political fund and its expenditure — and its auditing. Granted it is a big problem for us to solve. The thing involved that we cannot lose sight of is that a poor man has a right to hold public office—and often is the right man to hold the office when we consider intelligence, character, and the other things that make for competency. It takes money to wage political campaigns. A poor man cannot run for office without the financial support of those who believe in him. The men who pay for his campaign, because they believe in him and want him elected, are not necessarily designing and dishonest men seeking political control. Let's get back to a fundamental belief in the right of any man to spend his money as he desires in politics, religion, or commerce and business. Let's keep it a FREE America.

## JAPANESE NEWSPAPER

(Continued from Page 105)

Redlands, California. He is an outstanding authority on Public Speaking and Debate in America. He is author of "Modern Debating", col-

laborating with Dr. Joseph Baccus, and publisher of "Speech Activities Magazine" which goes to colleges and high schools all over the United States.

University of Tohoku and City of Sendai came to know Dr. E. R. Nichols and Mrs. Nichols through Mrs. Nobuko Igarashi who spent a year at the University of Redlands. It was Dr. and Mrs. Nichols who started the project to send and support Prof. Douglass Green as teacher in Nankai Gakuen, Private Boys' School in Sendai.

Thus Tohoku University invites to its English Faculty such a well known and esteemed professor from the Pacific Coast of the United States of America.

## EUGENE R. MOULTON SUCCEEDS NICHOLS AT THE UNIVERSITY OF REDLANDS

The University of Redlands has added Eugene R. Moulton of Carroll College to its Speech Faculty to take the work carried by Professor E. R. Nichols, who reached the age of retirement and left the University in June, 1952 at the annual Commencement time.

Prof. Moulton is a comparatively young man as Professor Nichols lacked only two years of being twice as old as Professor Moulton. He is a graduate of Western Reserve University, and was Head of the Department of Speech of Carroll College, Waukesha, Wisconsin, at the time he was called to Redlands. Prof. Moulton received his M.A. from Western Reserve in 1948 and is a candidate for the Ph.D. at the same Graduate School in February 1953.

Professor Moulton began his teaching at Western Reserve University under the fellowship plan, and went to Carroll College in the

fall of 1949 where he served three years.

His experiences are however wider than the field of Education. Besides a career as an officer and pilot in the USAAF, he was personnel manager of a factory employing 300 persons for a period of three years, and edited the plant paper. In addition Professor Moulton was a Recreation Director for a city of ten thousand population for a period of three years with all types of activities involved including sports, choral singing, crafts, and dramatics.

Professor Moulton is married, has two daughters, and is a member of the Presbyterian Church. He is a member of various Speech organizations such as the Speech Association of America, Central States Speech Association, and Wisconsin Teachers of Speech, Pi Kappa Delta, and at the time of leaving Carroll College was President of the Wisconsin State Oratorical Society and Head of the Waukesha County Dentist's Speakers Bureau. His new position will make him eligible to the Western Association of Speech and the California Teachers of Speech Association.

Professor Moulton plans to continue the active career of Redlands in local, regional and national debating and Speech Activities.

His forensic record in Wisconsin at Carroll has been quite pleasing. Last year his debaters were the only undefeated team in the Joint Illinois-Missouri Pi Kappa Delta Province Tournament. Carroll also won in Oratory and Extempore speaking. His girl entrant won the Wisconsin state Oratorical, and his man orator placed second.

## Japanese Debaters

Believe it or not, the Editor is writing this line out in the middle of the Pacific Ocean. This trip to Japan is being taken to contribute to the art of Public Speaking and Debating among Japanese college students. Many of them are already debating in English as well as Japanese. In the neighborhood of Tokyo about 12 or 14 colleges and universities are debating in English, the goal being to engage in debate ultimately against American colleges.

In the absence of Dr. E. R. Nichols of Redlands, the annual debate handbooks edited by Bower Aly are on sale for California by Dr. E. Ray Nichols, Jr., 11103 Rincon Dr., Whittier, California.

# TOURNAMENT RESULTS

## RESULTS OF THE EAST CENTRAL FORENSIC MEET

D. J. Nabors, Director

### SWEEPSTAKES

#### Senior Men

Southwest Missouri  
Kansas State College, Emporia  
Baylor University

#### Junior Men

Southwest Missouri  
Baylor University  
Oklahoma University

#### Senior Women

Southwest Missouri  
Kansas State College, Emporia  
Southwestern College, Winfield,  
Kansas

#### Junior Women

Southwest Missouri  
Kansas State, Pittsburg  
Southern Methodist University

Southwest Missouri placed in all four divisions. Kansas State at Emporia entered contestants in only two divisions and were among the sweepstakes in both. Baylor University entered in only two divisions, Junior Men and Senior Men and won sweepstakes honors in both divisions.

Pi Kappa Delta schools are squads directed by Pi Kap people. They had a part in eleven of the twelve sweepstakes awards. Holt Spicer, Redlands graduate, was coach of the strong Southwest Missouri squad that placed in all divisions. Les Davis, on leave from Sioux Falls College for graduate work at Oklahoma University, is director of the O. U. forensic squad which placed in the Junior Men's sweepstakes. All of the other sweepstakes winners, Baylor, Emporia, Pittsburg, and Winfield are Pi Kap schools. The only exception was S. M. U., which was one of the three sweepstake winners in Junior Women.

Thirty-six schools had entries. Twenty-five were Pi Kappa Delta schools.

Entries in the various events:

Discussion, 75; Story Telling, 50; Book Review, 35; Impromptu, 60; Poetry Reading, 65; Dramatic Reading, 40; Humorous Reading, 55; Address Reading, 75; Radio, 52; Oratory, 65; Extemporaneous Speaking, 110; Poetry Interpretation, 90; Debate, 110.

A total of 330 debates were held, the affirmative winning fifty-two per cent of them.

## DEBATE

### Superior

#### Senior Men

Price, Begusch, Texas A & I  
Clark, Hall, Louisiana College  
Vinson, Scott, Abilene Christian  
Kilgarlin, Beck, Houston  
Corrigan, Bagalay, Baylor  
Maples, Campbell, Panhandle A & M  
Henderson, Cornwell, Central State  
Davis, Hill, North Texas State

#### Junior Men

Pope, Tadych, Southwest Missouri  
Silvey, Curtis, Centenary  
Ledbetter, Hargrove, Baylor  
Stratten, Mair, Washburn  
Raines, Smith, Texas Tech.

#### Senior Women

Burker, Smith, Southwestern College, Kansas

#### Junior Women

Allyn, Richardson, Pittsburg  
Barnett, Robins, S. M. U.  
Myers, Ritan, N. E. Okla.

#### Inexperienced Men

Nobles, Baird, Southeastern  
Puckett, Matthews, S. W. College  
Nudand, Buford, N. Texas State  
(Turn to Page 112)

## RESULTS OF THE WESTERN SPEECH TOURNAMENT

Pepperdine College of Los Angeles and Los Angeles City College won sweepstake honors at the forensic tournament sponsored by the Western Association of Teachers of Speech, November 27. Pepperdine took first place in the upper division while Los Angeles City College won top honors in the tournament's lower division.

Some three hundred students, representing seventy-five colleges and universities from a twelve state area, took part in the two day tournament. They competed for honors in debate, oratory, discussion, extemporaneous speaking and after-dinner speaking.

Occidental College of Los Angeles won first place in men's upper division debate contest, with Willamette College of Salem, Oregon, finishing second. The University of Denver, Colorado University, and the University of Southern California tied for third place. The upper division of the women's debate contest was won by U. S. C. Los Angeles City  
(Turn to Page 112)

## SAINT MARY'S STUDENT CONGRESS

Nine California Colleges and universities took part in a two-day student congress held on the campus of Saint Mary's College December 5 and 6. More than sixty students participated in the Senate and House of Representatives.

Some nineteen bills were introduced and debated during the two-day sessions, but only one bill managed to work its way through committees and both houses to secure passage. This was a bill to "Limit the power of the President of the United States to make executive agreements," and was sponsored by student delegates from San Jose State College. All bills in the congress dealt with the theme of "Powers of the Executive Branch of the Federal Government."

The Congress opened on Friday afternoon, with committee sessions taking place on Friday evening. A dance and entertainment followed the committee meetings. The general sessions of the House and Senate met all day Saturday.

President of the Senate was Stanton Spencer of Saint Mary's, and Speaker of the House was Frank Kieliger, also of Saint Mary's.

The student delegates were rated by seven faculty judge-critics from colleges in the San Francisco Bay Area: Joseph Tussman, University of California; Eleanor Bushnell, San Francisco State College; Michael Griffin, San Francisco City College; Paul Winters, Stockton College; Harrison McCreath, San Jose State College; and Ralph Roske and Ben Frankel, both of Saint Mary's College.

A modified NFL judging system was used, with a seating chart used to identify each student delegate. Each judge was asked to rate each student according to Speech, Content, or Parliamentary Procedure.

Five students were awarded certificates "with Superior Merit:"

In the Senate, Joyce Kislitzen of the University of California and Terry Arnold of Stanford University; in the House, Eugene Bell of San Francisco State College, and Keith Jewell and Tom Shepherd, both of the University of California.

(Turn to Page 112)



# A LETTER TO THE EDITOR

## COLLEGE NAMES

I thank Editor Egbert R. Nichols, the "Mr. Forensic" of America, for his recent fine review of my book **College Names: Their Origin and Significance**, Bookman Associates, 34 East 23rd St., New York 10, N. Y., \$3.00. Equally I appreciate the suggestions of one who undoubtedly is acquainted with many of the more than seven hundred colleges whose names I explain.

It has been difficult to decide what names needed no explanation. The answer to certain omissions is partly found in Nichols' remark itself: "I can't quite be satisfied because he left out my Alma Mater, which was obviously named after a very great American, Benjamin Franklin." Those "obviously named" were left out, especially those named after cities, towns, and self-explanatory landmarks. Though certain exceptions were made as where the city had received its name from the college and in certain other cases, it was felt that to explain the name of the city or state would carry us one step further back. It would have added a great number of names (in California many municipal junior colleges) that many consider not requiring an explanation. This accounts for the omission of Franklin, Hanover, and partly Ottawa.. Ottawa was named after the Ottawa Indians when the Rev. Jotham Meeker established his Indian Baptist Mission there and when in 1864 his co-worker, John Tecumseh Jones, a half-breed missionary, founded the town. A school chartered in 1860 as Roger Williams University was renamed Ottawa University in 1865 and opened soon after.

I am surprised that our good friend during his two year stay at Ripon College (after Ripon) did not find out why the college is so named. The town of Ripon, Wisconsin, was named after Ripon, Yorkshire, England (Ripon from **Ad Ripam**, Latin for "at the river", namely at the confluence of the Ure with its tributaries the Laver and the Skell), by Governor J. S. Horner, who had given considerable land for the

townsite under condition that he be allowed to select the new community name. He chose the English town where the Horner family had originated.

Yes, Kalamazoo (College), Kalamazoo, Michigan, where hundreds of us will meet at the 1953 national convention, is an Indian name. The college is named after the city, which in turn takes its name from the Kalamazoo river, an Indian word meaning "Boiling Pot", given to the river "because of gas bubbles in the water."

And then Beloit. Prior to 1836 it was known as Turtle and also New Albany. It was a French trading post, and the Winnebago Indians had a village located in what is now the city limits. Mr. Lucius J. Fisher, one of the early settlers of the New England Trading Company, in his Memoirs records the renaming as follows: "Major Johnston undertook to sound a French word for handsome ground, and that his pronunciation sounded like 'Ballotte'. Said Fisher, 'and I sounded after him 'Beloit' like Detroit, and pretty and original I think. All present sounded it and liked it and it was unanimously adopted.'"

I shall be glad to explain any college name that our forensic friends find omitted if they will write me.

DR. ALBERT KEISER,  
Lenoir Rhyme College,  
Hickory, N. C.

## EAST CENTRAL RESULTS

(Continued from Page 111)

### Excellent

#### Senior Men

Rhine, Eason, Houston  
Matheny, Demo, Emporia

#### Junior Men

Fex, Rushing, O. U.  
Thompson, Kelton, Southwest Missouri

Tipton, Forshey, Abilene Christian  
Evans, Falkenstein, Central State  
Kruse, Schmidt, Washburn

#### Senior Women

Monday, McCluey, Southwest Missouri  
Miller, McJilton, Emporia  
Sparks, Phife, N. Texas State  
Kasberg, Ballard, S. M. U.

Inexperienced Men  
Gammage, Robinette, Louisiana Tech.

Inexperienced Women  
Seeley, Montelongo, Southeastern  
EXTEMPORANEOUS SPEAKING

#### Senior Men

1. Jerry Demo, Emporia  
2. Tom Kilton, SW Mo.  
3. John Maples, Panhandle A & M Junior Men

1. Larry Eason, SW Kas.  
2. Stan Clark, La. College

3. Calvin Adkins, North Texas State Senior Women

1. Anne Terrans, NW La.  
2. Shirley Rhodes, Emporia  
3. Barbara McJilton, Emporia Junior Women

1. Ann Barnett, SMU  
2. Janice Robbins, SMU  
3. Jacqueline Bateman, Southeastern

## ORATORY

### Senior Men

1. Jerry Demo, Emporia  
2. Sam Bogart, Phillips  
3. Royce Hanson, Central Okla. State

### Junior Men

1. Cliff Kruse, Washburn  
2. Larry Hargrove, Baylor  
3. Richard Thompson, SW Mo. Senior Women

1. Erma Jones, SW Mo.  
2. Wanda Durst, North Texas State  
3. Margaret Tucker, La. Tech.

## WESTERN RESULTS

(Continued from Page 111)

College took first place in the lower division women's division.

In oratory, the upper division winner was Bo Jansen, USC. In extemporaneous speaking the upper division contest for men was won by Gennie Segal, U. C. L. A.; upper division women by Betty Wilcox, USC. Bo Jansen of USC also won the upper division men's after-dinner speaking competition. Other winners included Ruben Kong, Los Angeles City College, lower division men, and David Glickman of Pepperdine, upper division men's discussion.

## ST. MARY'S RESULTS

(Continued from Page 111)

Colleges taking part in the congress, which was a function of the Northern California Forensic Association, were: California, Stanford, Saint Mary's, Santa Clara, San Jose State, University of San Francisco, San Francisco City College, San Francisco College for Women, and San Francisco State.

## SPEECH ACTIVITIES

# BOOK REVIEWS

## INTERNATIONAL ORGANIZATION

"American Foreign Policy at the Crossroads" is the heading of the first of six sections in an important Reference Shelf compilation, **The United States and International Organizations**, (194 p. \$1.75. H. W. Wilson, New York 52, N. Y.). It is definitely important because the book presents between two covers the best of divergent opinions on what has been done, what can be done, and what should be done to establish peace through international responsibility. The editor and compiler, Robert E. Summers, opens the first section with: "The United States today is in an extremely awkward position. Never before in history has a single nation attempted to do so much, assuming the multiple role of protector, adviser, banker and father confessor for a large part of the world. As self-avowed leader of the free world, the United States has assumed international commitments on a gigantic scale, attempting to build a world order on a firm basis of unity and cooperation."

"American Involvement in International Affairs" is the subject of section two. The editor again sums up the problem with: "Especially should it be remembered that treaties are promises between nations and that United States policy is based on a moral principle that this country never breaks a promise. For this reason then it is important to know how many promises we have made abroad before deciding what we ought to do." The section is largely devoted to the authorities reporting on what has been attempted.

Section three headed, "The United Nations: Success or Failure?", merits especially careful reading. To paraphrase, the editor, introducing the authorities selected to answer his question, suggests that although the United Nations is loudly proclaimed as the cornerstone of American foreign policy, many people are confused here and abroad as to the

(Turn to Page 114)

## LATIN AMERICA IN THE COLD WAR

There are many delightful spots south of the Rio Grande. Writers of travel literature rightly paint Eden-like pictures of them. But the contributors to **Latin America in the Cold War** (206 p., \$1.75, H. W. Wilson Company, New York 52) tell a different story. Walter M. Daniels of the Foreign News Staff of the **New York Times**, the editor, presents in his new book a broad panorama of the conditions and trends, social and political, in the countries and islands for the most part south of our border. He does this by reprinting at length the opinions of the authorities who know the different areas intimately and at first hand. Theirs are dispassionate appraisals of the "cold war" in the Western Hemisphere.

The over all picture is not a happy one to those looking forward to the advent of "One World." We all recall frequent newspaper headlines reading "Revolution Overthrows Government in . . .", with the name of a familiar Latin American country added. But we have been loathe to realize that, "Government in Latin America is based on the principle of violence." Yet W. S. Stokes, Professor of Political Science, University of California, writes in the book that this is one reality that must be faced.

Nelson A. Rockefeller, "who knows as much about Latin America as any 'Yanqui'" says that "disunity and unrest in many parts of Latin America are far more widespread and serious than most people in the United States realize."

And Sam Pope Brewer, **New York Times** chief South American correspondent, writes of "The smoldering resentment against recent United States policy, widespread now in South America . . . ." These men know whereof they speak and suggest the general tone of the book.

Except for certain Caribbean islands and Central American countries it's not altogether the resentment of the have-nots against the

haves. The cry against the menacing "Colossus of the North" is politically inspired in many of our richest southern neighbors. As Mr. Daniels points out, "Peronitis" is one of the gravest dangers. The ruling cliques will go to any extreme to hold their power and add to their swollen riches. (Is this a universal malady?) Also his comments in introducing the section devoted to Mexico merit thought. He writes, "Mexico has achieved the only genuine revolution in Latin American history by reconciling her Indian, Spanish and modern cultures."

As the foregoing suggests the book is a broad social and political picture of Latin America. It opens with discussions of "Hemisphere Relations," the Good Neighbor Policy, loans and other aids and recalls that for many earlier years our treatment of our southern neighbors left much to be desired (to put it mildly) on their part.

Following this background material the book devotes itself to three broad areas, Mexico and the Caribbean, Central America, and South America, ending with a selective bibliography. Conditions in individual countries are described where they are pertinent to the book's thesis. The picture is, of course, not all gloomy. There is much actual (Venezuela has a fabulous oil boom, Bolivia has the world's second largest tin mines) and potential wealth south of us. Brazil is as large as the whole United States with another Texas added.

Were they not so serious many would find the stories of the cloak and dagger intrigues involving the Caribbean, Central America and Cuba entertaining. They go far in pointing out the differences in temperaments and outlooks in the two Americas. And these are among the differences that must be understood before constructive and mutually satisfactory policies can be established.



## INTERNATIONAL ORGANIZATION

(Continued from Page 113)

relationship between American foreign policy and the United Nations. Popular support is slipping. To quote: "How much longer will the American public foot the bill for free world defense? So it becomes increasingly important to evaluate American participation in the United Nations, its over-all success and failure in terms of our own national interest, to see what hope the future holds for the success of American foreign policy through the UN." At this point the authorities again supply their answers.

"The United States and Regional Security," section four, presents NATO, Pacific Regional Pacts and others. Editor Summers points out that regional pacts have for many years been an historical expedient frequently based on conquest. "It seems natural," he writes, "for Americans to be more concerned with regional organization . . . than with visionary programs for a world order." At this point the experts again take over to present their solutions.

The heading of section five, "American Interest in European Integration," suggests its contents. The Schuman Plan, the first concrete example, is discussed but the introduction points out "... it was a shock to many Americans to find so much disharmony in and among European nations."

"UN, NATO or World Federation?" is the final chapter and in a large measure a summary of the most vital problem that faces every citizen of America and of the world today. Can nations forego wars and agree to cooperate to the tremendous benefit of all? In theory Yes, but it has yet to work.

The fact that it has never worked is no reason to give way to the pessimists. The rewards of peace are so stupendous that no effort to attain them can be ignored. A full comprehension of the problems and complications is a first requirement. In presenting them in the words of international experts, the book performs a needed service. Dean Acheson, Hanson W. Baldwin, John Foster Dulles, Dwight D. Eisenhower, Herbert Hoover, Trygve Lie, Walter Lippman, Cord Meyer, Jr., and Beardsley Ruml are among those who clearly state their solutions and beliefs in the book's six sections.

# FORENSICANA--- FROM THE COLLEGES

## TENNESSEE TECH

Tennessee Tech's forensic activities were launched with the election of officers for the Pi Kappa Delta and Speech Activities Club, which works hand in hand. The Speech Activities Club helps prepare a student for PKD nomination. PKD officers for 1952-53 are H. M. Marlowe, president; Jimmy Luton, vice-president; Bobbye Spears, secretary; and Helen Nash, corresponding secretary. Jane Dye was chosen to head the Speech Activities Club.

The first item on the Speech agenda for 1952-53 was the sponsorship of an assembly debate with a British Debating Team. Mary F. Chastain and Eugene Jared met the British Team on the subject of Cooperation or Federation for Western Europe.

Preparation soon got under way for the Alabama Discussion Tournament, which was to be held November 6-8, 1952. Six students represented Tech in this tournament. Robbie Woodall received a rating of Superior; Helen Nash, Excellent.

A practice Debate Tournament at David Lipscomb College in Nashville started the debating season. Five Tennessee Tech teams participated in this tournament. Two of the teams won every round of debate.

On December 6, 1952, Tennessee Tech's chapter of PKD installed a new chapter at Middle Tennessee State College at Murfreesboro. Jane Dye, H. M. Marlowe, Bobbye Spears, and Jimmy Luton participated in this installation and initiation ceremony. Last March, Tech. installed a PKD chapter at the University of the South (Sewanee). Those participating in the installation services were Lois Bradshaw, Robbie Woodall, H. M. Marlowe, and Helen Nash.

Mr. Herman Pinkerton, Director of Speech Activities, has been elected to the District VI Nominating Committee for the West Point National Debate Tournament.

HELEN NASH,  
Corresponding Secretary  
Tennessee Delta Chapter of PKD

## CHICAGO UNDERGRADUATE DIVISION

Interest in debate is at an all time high on this campus. Thirty-five students participated in the annual intra-mural tournament. So far the students have attended the State Legislative Assembly at Springfield and tournaments at Bradley and Kirksville, Missouri. The team of Malcolm Sperling and John Insalata has lost only to St. Olaf this year and at Kirksville was the only team to go undefeated and to earn the quality rating of superior in every debate. Insalata won the after-dinner speaking contest at Kirksville.

At Bradley a six-two record was achieved and the team in the junior college division of the Kirksville tournament won three and lost one.

The fifth annual UIC Freshman-Sophomore tournament had thirty-six units from twenty-six universities and five states. The University of Wisconsin won eight and lost none for first place and Marquette scored seven wins for second place. A UIC unit of Merwin Sigale, Richard Klein, Joe Wenzel, Nancy Werdelin, and Dick Shaykin won six to tie for third.

The five leading individual scorers in the UIC tournament were Downey (Marquette), Walker (Lake Forest), Gunderson (Notre Dame), Loeffler (Wisconsin), and Linsley (Bradley).

## LAWRENCE DEBATE CLUB TOURNAMENT

Two way radio cars were a unique feature of the annual Lawrence Debate Club tournament which was held at the University of Vermont on November 21-22. This school played host to 49 other schools here in the East in a two day activity which is an annual occasion. This is one of the largest tournaments held in this section of the country. It requires the use of 400 non-speech students in the actual organization and conduct of this tournament.

Dr. Robert Huber, Head of the Department of Speech, was Chairman (Turn to Page 116)

## SPEECH ACTIVITIES

# FROM THE HIGH SCHOOLS

## NATIONAL FORENSIC LEAGUE WINNERS

Final winners at the National Convention of NFL at Boston June 23-27, 1952 included the following: Debate: Shreveport, Louisiana; 2nd, Chaminade, N. Y.; Original Oratory: Andy McCollum, Oklahoma City, N. E.; Boys Extemp: Victor Jackson, Edmond, Okla.; Girls Extemp: Jenonne Walker, Purcell, Okla.; Radio Announcing: Allen Greer, Dayton, Ohio; Poetry Reading: Sonya Chrin, Greensburg, Pa.

## BYRD HIGH SCHOOL, SHREVEPORT

The affirmative team of the Byrd High School, Shreveport, La., won the final round of debate at the NFL at Boston, Mass., from Chaminade Negative of N. Y. The Kenosha, Wis., and Sioux Falls, S. D. high schools placed third. The winners received watches by way of prizes this convention. The Extemp winners received Elgins, the championship debaters Gruen watches, the Orators, Hamiltons, and the leaders of the Student Congress, Benrus watches.

Austin J. Freeley, the host coach at Boston University, assisted Bruno Jacob in organizing the NFL convention, which proved to be one of the best yet held. Oklahoma won three events and dominated the contests as usual. The competition in the finals was unusually stiff.

## SIoux FALLS HIGH SCHOOL

Sioux Falls high school won the National Trophy of the NFL. Their record in NFL national convention competition is a remarkable one. They have 169 rounds of National Speech competition with a significant number of wins in Extempore and Debate. The high school has three coaches: L. R. Kremer, Terine Kron, and Dean F. Berkley.

## NOMINATING CONVENTION

At the National NFL Convention last June a Nominating Convention was instituted. The Republicans chose Dwight D. Eisenhower over Senator Robert Taft on the second ballot. There were 128 votes for Gov.

Warren. The Democrats selected Estes Kefauver on the third ballot, with 646 votes over 443 for Senator Russell and 54 for President Truman.

## CONVENTION TRAVELERS

Four California high school coaches, Milton Dobkin of Los Angeles, L. D. Hanks of L. A. Marshall High, Elizabeth Perkins of Merced High, and George C. Lorbeer of Lowell High, San Francisco, all attended the Boston NFL Convention. Frances F. Ferris, of Casper, Wyoming, perhaps travelled the next longest distance. Prof. Bruno Jacob and his son Richard journeyed home from the convention through Canada.

## FANEUIL HALL

The NFL National Convention in Boston, Mass., last June held two of its Congress sessions in Faneuil Hall, the Cradle of Liberty, recalling to modern students the days of John Hancock and Samuel and John Adams.

## LARGE CHAPTERS

The National Forensic League reports several chapters with active members of over two hundred, and five more numbering 150 or more. When one contemplates the state of forensics in the average high school this is nothing less than phenomenal.

## MINNESOTA ATHLETICS

"Do athletics develop character? Surely they don't when sharp practices and small scale gambling are winked at. Nor do they 'when the athletic tail wags the educational dog' and players and the student body gain a completely wrong idea of the importance of sports. Nor do they when the seeds of professionalism are sown through proselyting of high school boys."—Quoted from Fred V. Hein, Minn. State H. S. League Bulletin.

## MINNESOTA SPORTS CHAMPIONSHIP

Minnesota takes the championship in participation in Sport Activities of the nation's high schools with greater participation in the four major sports than the average for all the states, and ranks second in high schools participating in football, being exceeded only by Arizona which had 95 per cent of its 68 high schools in football. Minnesota's record was 93 per cent.

"The degree of danger in school athletics is indicated by the following data. In 1951, interscholastic football resulted in one death per 100,000 participants. The sport is not as dangerous as implied in some of the publicity which is given each death which occurs as a result of a game.

"This is no excuse for failing to continue attempts to make the game safer. A recent study in Minnesota shows that a greater number of football injuries occur in groups which are not adequately equipped or which are not trained by experienced coaches who are familiar with methods of preventing injuries. Over the nation the fatal rate for the football season of 1951 was lower than for previous years. Proper precaution may result in still further reduction in a number of serious accidents."—Minn. State H. S. League Bulletin.

## OHIO SPEECH CONFERENCE

Ohio held its Conference for Speech Education Saturday, Oct. 25th at the Deshler-Wallick Hotel, Columbus. Several interesting sessions were held. Among them was a discussion of whether the U. S. presidents of Ohio were effective speakers. The Ohio presidents were in order: Rutherford B. Hayes, James A. Garfield, William Howard Taft, William B. McKinley, and Warren G. Harding, an imposing array. They were discussed in order by representatives of Kenyon College, Hiram College, University of Cincinnati, McKinley high school, Canton, and Marion High School.



## DEBATE RESOLUTIONS

Among the debate resolutions discussed at the Ohio Conference for Speech Education at the Deshler-Wallick, Columbus, Oct. 25th were the following: That the U. S. should take the initiative in forming a federal union of all nations. (2) That the Atlantic Pact Nations should form a Federal Union. (3) That the U. S. should withdraw from the United Nations. (4) That the New National University Extension Association plan for Discussion and Debate. They were discussed in order by Hall Meier of Ohio State, John T. Rickey, Ohio Assn. of Secondary Teachers of Speech, Jack B. Cullen, Director, Ohio H. S. Speech League, and Dr. Bower Aly, Speech, Univ. of Missouri, Editor of N. U. E. A. Debate Handbooks. Editor Quar. Jo. of Speech. Former President, Speech Association of America.

## INTERNATIONAL TOURNAMENT

El Gran Certamen Oratorio Universitario International (The Great International University Forensic Tournament) to which many of us journeyed last spring, which was held at Tucson, Arizona, will be repeated this spring under the direction of Prof. Arthur W. Cable and Dr. George F. Sparks, of the Arizona Department of Speech.

## OHIO SPEECH LEAGUE

The Ohio High School Speech League originated in 1913 and was organized in 1928 by the speech cvteachers of Ohio schools. Its work, originally centered in debate, has expanded to include ten activities in speech. The League acts as a clearing house for these activities. A calendar of activities is prepared of the events which have been sanctioned by the Activities Committee of the Ohio Association of Secondary School Principals. Teaching materials are assembled and sent to member schools desiring such assistance. By pooling the resources of the various organizations an attempt is made to demonstrate techniques and methods of teaching for the Ohio Schools. The O. H. S. S. L. headquarters has a limited supply of debate materials which can be sold to Ohio League members at prices below the usual list prices in small quantities.

## OHIO HIGH SCHOOL SPEECH FINALS

The Ohio High School Speech League Finals will be held at Ohio State University, March 20 and 21. The Ohio Conference for Speech Education was held at the Deshler-Wallick Hotel, Columbus, with Paul Carmack in charge, Oct. 25.

Three good debate propositions for the high schools are included in the proposal for the National Subject this season. (1) That the Atlantic Pact Nations should form a federal union. (2) That the U. S. should take the initiative in forming a federal union. (3) That the U. S. should withdraw from the United Nations. The one main topic for the season is to be chosen at the National Convention of the Speech Association to be held December 29th to 31st, at Cincinnati, Ohio, by the N. U. E. A. Debate Committee and the various representatives of the State Leagues present.

## LAWRENCE DEBATE CLUB

(Continued from Page 114)

of the tournament and introduced the idea of having a transportation and communication center. By the use of walky-talkies, any debater or coach at the tournament can be contacted in not more than ten minutes. The use of the walky-talky also made it possible to transport any of the personnel used for running the tournament or any of the visitors in a short period of time. According to the student in charge of transportation, some 200 persons were transported in a matter of a few hours.

CHARLES R. HELGESEN,  
Director of Debate

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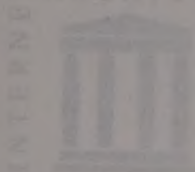


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